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ABSTRACT

The Kentucky Beginning Principal Internship Program (KBPIP)--the first of its kind in the United States--was mandated by the Kentucky General Assembly to upgrade the quality of educational leadership in the schools through testing and an internship program especially for school principals. Following an overview of educational reform in Kentucky since 1981, requirements for the revised education administrator preparation programs (early elementary principal, grades K-4; middle school principal, grades 5-8; secondary school principal, grades 9-12) are outlined. The principal programs are post-master's degree. Upon completion of this program, the student is required to take tests mandated by the state. Following successful scores on three tests (NTE Core Battery Tests: Communication Skills and General Knowledge; NTE Specialty Test of Educational Administration and Supervision; and Kentucky Specialty Test of Instructional and Administrative Practices) the individuals are issued a 4-year statement of eligibility for internships a beginning or assistant principal. A three-member principal intern committee supervises, assists and assesses each intern. (The committee consists of a mentor--a principal of a similar school level; the superintendent or a designee; and an administrator educator representing a state-approved educational administrator program.) A minimum of three performance evaluations of the intern must be completed by each member of the committee. Based on the end-of the-year evaluations, the committee may recommend that a provisional principal's certificate be issued or recommend that a second year as an intern be done. (13 references) (LMI)

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OPPORTUNITITIES FOR SUCCESS: KENTUCKY'S BEGINNING PRINCIPAL INTERN PROGRAM

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OPPORTUNITIES OF SUCCESS: KENTUCKY'S BEGINNING PRINCIPAL INTERN PROGRAM

ABSTRACT

The Kentucky Beginning Principal Intern Program (KBPIP) was mandated by the 1985, Extraordinary Session of the Kentucky General Assembly based on recommendations to upgrade the quality of educational leaders in the schools through testing and an intern program, especially for school principals. After the General Assembly mandated testing and intern programs, a submittee of the Kentucky Council for Teacher Education and Certification formulated new competencies to be required of all programs for training and development of potential school administrators. Universities were required to submit program folios for each of the new identified programs in educational administration: Early Elementary Principal [grades K-4], Middle School Principal [grades 5-8, Secondary School Principal [grades 9-12], Supervisor of Instruction, and School Superintendent. The revised programs contained an instructional leadership core designed to ensure that principals, supervisors of

instruction, and school superintendents had the knowledge and competencies needed to provide instructional leadership for the public schools of the Commonwealth of Kentucky.

INTRODUCTION

The Kentucky Beginning Principal Intern Program was mandated by the l985, Extrordinary Session of the Kentucky General Assembly based on recommendations to upgrade the quality of educational leaders in the schools through testing and an intern program, especially for school principals. After the General Assembly mandated the testing and intern programs, a sub=committee of the Kentucky Council for Teacher Education and Certification formulated new competencies to be required of all programs for development of school administrators. State universities were required to submit program folios for each of the new identified programs in educational administration: Early Elementary Principal [grades K-4], Middle School Principal [grades 5-8, Secondary School Principal [grades 9-l2], Supervisor of Instruction, and School Superintendent. The revised programs contain an instructional leadership core designed to ensure that principals, supervisors of instruction, and

school superintendents have the knowledge and competencies needed to provided instructional leadership to the public schools of the Commonwealth of Kentucky.

A second committee, The Principals' testing and Internship Committee was charged with the task of developing a testing program and an intern program for principals. This committee was comprised of practicing principals, teachers, superintendent, university administrators, representatives of state professional administrator organizations, and Kentucky State Department of Education personnel. After intensive work, proposals, and hearings, the committee submitted recommendations for a stringest testing requirement and a one-year on-the-job intern program for beginning principals and/or assistant principals.

BACKGROUND

Administrative reform in Kentucky received its impetus from the many national and state studies which recommended changes in administrative preparation. The A Nation at Risk (National Commission on Excellence in Education, 1983) report and the Prichard Committee (Kentucky Council on Higher Education, 1981) raised serious questions about the competencies of both teachers and principals. Additional impetus was provided by the Kentuckians for Excellence in Education Task Force (1984) in White Paper Number Two which called for the following:

1. A revision of current administrator preparation program.
2. Successful completion of a standardized examination as a prerequisite for certification.
3. An internship as a part of all preparation programs for administrators.
4. Reexamination of principals and superintendents every five years.
5. A continuing education requirement of additional course work every five years.

6. The use of non-certified personnel with related field credentials for certain administrative and managerial functions.

7. A strengthening of admission requirements for principalship and superintendency programs.

These facets were supported by the Governor's Council on Educational Reform (1984) which emphasized the need to provide effective training for instructional leadership by principals. Additional support was given to administrative reform by the Louisville Courier Journal in a series of articles entitled Crisis in the Classroom (Whitt, Wilson, & Helitzer, 1983).

In 1984, the Kentucky General Assembly mandated a standardized testing program and a one-year supervised internship for teachers during the first-year on the job. The stage being set, a mandated testing and intern program for principals was enacted by the Extraordinary Session of the Kentucky General Assembly in 1985. The primary purpose was to upgrade the quality of Educational Leadership in the public schools of the Commonweath. The law (KRS 161.027) and accompanying regulations (704 KAR 20:470) called for a strenghening of preparation programs, a

stringent testing requirements, and a one-year on-the-job intern program for beginning principals and assistant principals

PREPARATION PROGRAMS

The revised preparation programs for principals identified eleven (II) competencies for instructional leadership as required by the Kentucky State Department of Education. Programs for the principal are Early Elementary Principal [grades K-4], Middle School Principal [grades 5-8 and Secondary School Principal [grades 9-I2]. These programs are post-masters and require thirty (30) semester hours of work and a stringent admission's policy. The student must have a master's degree in education, three years of teaching experience in grade levels of the desired principal program, letters of recommendation, and other requirements as identified by the university which has state approved programs. Upon satisfsactory completion of these program requirements, the student is then required to take required tests as mandated by the state.

THE TESTING PROGRAM

The provision of the mandated legislation stipulated that testing requirements would be implemented and charged the Kentucky State Board of Education with the developmenmt or selection of appropriate tests including:

(l) a generic test to assure an acceptable level of communication skills, general knowledge, and professional education concepts related to, but not limited to, instructional leadership, management and supervisory skills; and

(2) a specialized examination on the current instructional and administrative practices in Kentucky public education. (KRS l6l.027 [3]/

After a state-wide assessment study, review of standards and guidelines from professional organizations: National Association of Elementary School Principals, National Association of Secondary School Principals, and the American Association of School Administrators, the Principals' Testing and Internship Committee presented recommendations to the Kentucky Council on Teacher Education and Certification. In response to the advisory committee's recommendations the Kentucky State Board of Education adopted the General Knowledge and

Communication Skills components of the Core Battery of the National Teacher Examination, the National Teacher Examination Specialty Test of Educational Administration and Supervision, and the Kentucky Specialty Test of Instructional and Administrative Practices. The NE tests were adopted to address the mandate for generic tests and the Kentucky Specialty Test was adopted to address the mandate for a specialized examination on current instructional and administrative practices in Kentucky. The test was developed and written by Kentucky educators and professors of higher education. Minimum scores were established as follows:

1.	NTE Core Battery Tests:	
	(a) Communication Skills	643
	(b) General Knowledge	637
2.	NTE Specialty Test of Educational Administration and Supervision	540
3.	Kentucky Specialty Test of Instructional and Administrative Practices	85 percent correct responses

A potential administrator who completes an approved principal program at a university and who passes the required tests is issued a Statement of Eligibility for Internship valid for four years. If the candidate fails to obtain a position as a beginning principal or assistant principal within the four-year eligibility period, eligibility must be reestablished by repeating the tests in effect at the time the certificate expires.

THE BEGINNING PRINCIPAL INTERN PROGRAM

The Kentucky Beginning Principal Intern Program (KBPIP) was a new concept not only fo Kentucky but for the nation, being the first of its kind. The KBPIP is designed for beginning principals or assistant principals. The purpose of the program is to provide the supervision, assistance, and assessment required to determine the effective instructional leadership abilities of a new or beginning principal. The four areas of emphasis are instructional leadership, school management, interpersonal skills, and professional responsibilities.

To supervise, assist, and assess, a principal intern committee of three members is formed for each intern. All three members of the must

have successfully completed three days of required training provided by the Kentucky State Department of Education. The three-day training program also includes a written examination which each committee member must pass. The committee is composed of a practicing principal (mentor), the superintendent or designee from the district, and an administrator educator from a nearby university.

The key person on the committee is the principal mentor who is selected by the superintendent of the employing local school district. In making selection of the principal mentor, the superintendent must give preference to: (l) a currently-employed principal of similar school level experience within the district; (2) a currently-employed principal of similar school level experience from a nearby school district; (3) a currently-employed principal of a different school level experience within the employing district; (4) a currently-employed principal of a different school level experience from a nearby district; (5) a recently retired successful principal of a similar school level experience; and (6) a recently retired successful principal of a different school level experience. An assistant principal may not serve as a principal mentor. If the superintendent is unable to identify a principal mentor through any of these options, the Kentucky State Department of Education shall identify a

qualified person to serve as principal mentor (KSDE, 1988).

The responsibilities of the principal mentor include role model and primary resource to the principal intern. A minimum of fifty (50) clock hours outside the scheduled school day must be spent with the principal intern to answer questions, discuss problems, make suggesstions, and address areas for professional growth as suggested by the Principal Intern Committee (PIC). The principal mentor must report regularly to the PIC regarding the progress of the intern. For the out-of-school time spent with the principal intern, the principal mentor is paid $1000 by the KSDE.

A second member of the PIC is the superintendent or a designee who has had teaching and building-level administrative experience. This iondividual has the responsibility to provide information on district policies and procedures to the principal intern and to identify local resources to promote growth as indicated by performance observations. The superintendent or designee must complete and maintain all reports required for payment of committee members and out-of-school time provided by the principal mentor. The local school district provides compensation for this person's services.

The third member of the PIC must be an administrator educator representing a state-approved educational administrator program. This

person should have building level administrative experience, and if a qualified person is not available from the university, the KSDE must find a qualified person to serve. The administrator educator is paid $200 plus travel costs by the KSDE for each intern served. The responsibilities of the administrator educator are to provide a link between academic preparation and on-th-job performance for the principal intern and to collect information which will lead to improvement in the principal preparation programs in the universities.

EVALUATION

A minimum of three (3) performance evaluations of the principal intern during the year must be completed by each of the PIC members. Follwoing each observation, all committee members are required to meet, discuss the performance of the principal intern, plan an immediate conference with the principal intern, and provide input for professional growth plans for the principal intern in this conference. Th observations and meetings must follow time lines established by state regulation and are coordinated by a chairperson elected from the PIC. The nature of the three conferences with the principal intern during the year is formative

and empasizes the development and monitoring of professional growth plans.

The end-of-the-year activities require the PIC to conduct a summative evaluation of the intern. Based on the formative evaluations and the summative evaluation, the PIC must decide whether the principal intern has performed staisfactorily. The PIC has the option to (l) recommend a provisional principal's certificate which will be extended for four years if the principal intern has been successful; (2) recommend a second year asa principal intern if the intern has been less than successful and is able to secure another principal position; or (3) recommend no certification based on unsatisfactory performance as a principal intern.

If a principal's provisional certificate is issued, the new principal will have four years on the certificate which requires completion of continuing education requirements as prescribed by kSDE prior to being given a five-year extension. The certificate is then renewable every five years based on successful evaluation and completion of continuing education requirements.

SUMMARY

The Kentucky Beginning Principal Intern Program is in the second year of implementation. The first year, 1988-1989, there were eight (8) principal interns. The second year, 1989-1990, thirty-seven (37) principal interns are currently involved in the KBPIP. Not all first-year principals are required to undergo the KBPIP program. There were many principal candidates in Kentucky who earned their certificate prior to January 1, 1988, therefore, were not subject to the testing or internship requirements. As required by mandate the Kentucky beginning Principal Intern Program was evaluated and a report submitted to the KSDE.

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